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ABSTRACT

The Ohio Vocational Education Leadership Personnel Development Program is designed to prepare additional personnel needed to provide administrative and supervisory leadership services necessary to provide vocational opportunities for all. Phase 1, preservice, is an intensive workshop starting in July. This comprehensive program concerned with all facets of vocational leadership consists of large and small group presentations. It is 6 weeks in length for those preparing for supervision and 8 weeks for those preparing to become directors. Its objective is to help participants develop basic competencies and knowledge needed to function as interns in local school settings. Phase 2, internship, provides a 10-month supervised practical experience in supervision of vocational education at the operational level. Phase 3 consists of inservice seminars, 2 days in length, in November, February, and May. Activities provide opportunity for interns to share and compare experiences and to consult with authorities in each service area. Incentives for the individual are accelerated preparation for and entry into an administrative leadership position, a stipend, and 10 to 12 hours of university credit. As of June 1981, 393 persons have participated. Of the existing vocational education planning districts, 88 percent are utilizing services of personnel prepared through the program. (YLB)

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THE OHIO VOCATIONAL EDUCATION LEADERSHIP PERSONNEL DEVELOPMENT PROGRAM

by

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AVA National Convention
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THE OHIO VOCATIONAL EDUCATION LEADERSHIP PERSONNEL DEVELOPMENT PROGRAM

BACKGROUND AND SETTING

The passage of the Education Act of 1963 and subsequent Federal legislation provided for the development and expansion of vocational education to an extent never before possible.

Provisions set forth in Federal legislation which provided for increased funding, expansion of populations served, construction of facilities, and leadership development had a tremendous impact on teacher education institutions since they were given the primary responsibility for preparing leadership personnel to carry out the mandates of the legislation.

It was also during this time period that many states adopted legislation and standards which enabled them to broaden the scope of vocational/technical and adult education by joining together to establish large organizational units that were administratively, educationally, and economically feasible. In Ohio, for instance, legislation was adopted which required every public school district to provide an adequate vocational program in accordance with state standards established by the State Board of Education.

Included in the law was the stipulation that:

> School districts with at least 1,500 students in grades 9 through 12 may plan by themselves. Districts with less than the minimum enrollment may either contract with larger districts for vocational education or become members of joint vocational school districts.[1]

The State Board of Education identified two basic standards for school districts to follow in selecting the appropriate alternative to meet the state mandate. They were:

(1) to serve a minimum of 40 percent of the 11th and 12th grade students if 50 percent or less were entering college or degree granting higher education programs

(2) to provide 12 different occupational offerings and 20 classes (units) with no more than four being provided by cooperative methods[2]

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[1]Ohio Advisory Council for Vocational Education, Eighth Annual Report, Columbus, Ohio, 1977, p. 5

[2]Ibid, p. 5

A look at Ohio's efforts in 1963 revealed that 1,134 units of vocational education were provided which required the services of 50 administrative and supervisory personnel. Today, there are 7,954 units with 407 administrators.

The Leadership "Intern" Program, which prepares personnel in each of the five service areas, provides an alternative pattern for certification for vocationally qualified teachers seeking the director or supervisor certificate. That is, it is possible to achieve the requirements for certification by successfully completing an extensive ten-month program consisting of a six- or eight-week pre-service workshop, a ten-month internship, and three (two day) seminars. Intern directors participating in the program are required to attend the pre-service phase of the program for eight weeks.

It was this anticipated growth of vocational education in 1965, along with Ohio's philosphy, that creative and strong local leadership is best provided by certifying supervisors in each of the vocational service areas that prompted the State Department of Vocational Education to ask the question, "How will the need for qualified administrative personnel be met?" It was 1966, in this setting, that the Ohio Vocational Education Leadership Personnel Development Program was developed and initiated.

NATURE AND SCOPE

The goal of the leadership program is to prepare additional personnel needed to provide administrative and supervisory leadership services necessary in achieving the goal of providing vocational opportunities for all.

The program is organized into three phases as follows:

Phase I: Pre-service
This is an intensive six-week workshop starting in July.

Phase II: Internship
This is a ten-month experience in an intern position in a local school setting.

Phase III: In-service
Three (two day) seminars (November, February, and May) spaced throughout the internship constitute the third organized activity.

Phase I - Pre-service

Through combined efforts of the instructional staff at Kent State University, local administrators and state staff personnel, a comprehensive program concerned with all facets of vocational leadership is presented.

The organizational structure consists of both large group and small group presentations. Topics of a general nature, which are relevant to all vocational areas, are presented in the large group sessions in an effort to utilize the time and staff economically. Sessions which are unique to specific vocational service areas are given in small group presentations.

The pre-service phase is planned, coordinated, and conducted by the project director and state staff personnel from each of the vocational service areas. This phase is conducted five days per week, from 8:30 a.m. to 4:00 p.m., starting early in July. The pre-service phase is six (6) weeks in length for those preparing for supervision, and eight (8) weeks for those preparing to become directors.

The major objective of the pre-service phase is to help the participant develop basic competencies and knowledges needed to function as an intern in a local school setting.

The competencies included are generally classified as follows:

(1) general administrative tasks
(2) curriculum and instructional tasks
(3) pupil personnel tasks
(4) personnel administration tasks
(5) school and community relations tasks
(6) school and industrial coordination tasks

Content

Topical presentations include:

(a) philosophy and principles of vocational education
(b) curriculum and instruction
(c) organization and administration of vocational education, national, state, and local
(d) program standards
(e) construction and design of facilities
(f) vocational finance
(g) coordination with business and industry
(h) instructional evaluation development and improvement
(i) legal regulations for vocational education
(j) human relations and leadership
(k) program promotion
(l) communications
(m) staff development

A variety of methods and techniques are utilized in presenting the content material. Simulation experiences and problem solving activities are utilized to achieve the program objectivew. Directors, supervisors, and state personnel are used to help bring current information from the state and local levels. The Competancy-Based Administrator Modules developed by the National Center for Research in Vocational Education are used extensively to cover specific topical areas of importance.

Phase II - Internship

The primary purpose of the internship is to provide practical experience in supervision of vocational education under the supervision of competent experienced people at the operational level. The specific objectives are:

(1) to provide opportuniy for practical application of the institute content
(2) to relate theory and practice
(3) to provide guidance in further "in-depth" study of supervisory techniques and functions
(4) to promote the exchange of ideas and concepts and to continue education through professional seminars

Operational Aspects of the Internship

(1) The internship consists of a ten (10) month period.
(2) Placement - Intern placement is under the authority of the program director in cooperation with the Assistant Directors of Vocational Education, State Department of Education, Division of Vocational Education. Reasonable efforts are made to provide placement near present residence. The placement criteria is:
    a. comprehensive vocational education programs and administrative support
    b. educational needs of the interns
    c. supervisory personnel strength at the local level
    d. the professional and educational level of the local personnel
(3) Salary Provisions - Salary provisions for the intern are based on the regular salary schedule of the participating school. The salary will be based on a ten-month contract.
(4) Reimbursement - The local school is reimbursed at the rate of $8,500 from the State Department of Education, Division of Vocational Education.
(5) Intern Supervision - The on-site supervision of the interns is a cooperative effort of the program director, the state supervisory staff, and the local administrative-supervisory personnel. The supervision and support of the intern is an important factor in achieving the objectives of the program.
(6) The program director visits the intern on a bi-monthly schedule for the purpose of observation, identification of problems, and proposed solutions on a long-range study designed for professional development. This includes specific reading assignments, materials to develop, and activities to perform. The state (area) supervisory staff will visit the intern to render support and guidance, as well as coordinating internship activities, correlating workshop content with

on-the-job experience. A training plan is developed for each intern so that the training is tailor-made to meet the needs of the intern. The local administrative supervisory personnel provides the day-to-day support and supervision of on-the-job activities in keeping with the provisions of the program.

(7) Intern Activities and Responsibilities - It is recommended that each intern perform a wide variety of supervisory and administrative functions and activities. The internship serves as a follow-up of the pre-service institute content. The functions and activities are based upon job analysis of a vocational supervisor's or director's position. The specific activities and responsibilities provide a depth and breadth of supervisory and/or administrative experience. Special emphasis is given to supervision of instruction and curriculum development and improvement, including research and evaluation.

Phase III - Seminars

In-service seminars planned are each two days in length and are scheduled in November, February, and May. The seminar activities provided opportunity for the intern to share and compare experiences, as well as consult with authorities in each service area. The seminars are spaced throughout the year's internship to capitalize upon the trainee's experiences. The costs of the seminars are covered by the program and trainees will be reimbursed for approved cost of participation.

The scope and depth of study is coordinated with the current operational needs and is adjusted in keeping with the situational needs as identified. In the beginning, the high priority was promotion, development, and organization in virgin geographic areas. As the master plan was beginning to become reality, curriculum and instructional supervision emerged as a critical need and the program was modified to meet this need. The primary goal of the program the first five years was the preparation of personnel to serve administrative functions (directors). In 1971, the program concern was to prepare personnel to serve curriculum and instructional supervisory service (supervisors).

Presently, the program is designed as a dual or parallel program and provides a program aimed at preparing supervisory personnel and a program designed to prepare administrative personnel.

Two basic tenets of vocational education, "Learning by Doing" and "Application of Knowledge," are accomplished during the intern experience. The trainee can actually apply knowledge and competencies gained in the workshop to actual situations under the leaderhsip and guidance of an experienced administrator.

The seminars provide opportunity for trainees to share and discuss experiences and concerns within their peer group, as well as opportunity to communicate their concerns and problems with state authorities and consultants.

INCENTIVES

In order to encourage participation in the program, there are incentives provided for the individual, namely:

an opportunity to prepare for and enter an administration leadership position in an accelerated manner;

a stipend of $100 per week to help cover living expenses during the pre-service or workshop;

and 10-12 semester hours of university credit.

Incentive for local districts to participate is provided by a reimbursement of $8,500. This rate is $1,000 more than is reimbursed for a regular administrative position.

CRITERIA FOR ADMISSION

Personal qualification criteria to be eligible for consideration for admission into the program are:

(1) the holder of a bachelor's degree earned in a recognized and approved university,
(2) 27 months of successful experience as a vocational instructor, and
(3) reflection of leadership potential and interest

School districts, in order to be considered as cooperative internship locations, shall meet the state program standards of a comprehensive vocational program.

ADVISORY COMMITTEE INVOLVEMENT

Program coordination with actual need is achieved by utilization of input from an advisory committee. The committee is representative of both local and state levels, and membership includes personnel from administrative, supervisory, and instructional positions.

Through constant assessment and constructive criticism of the program being incorporated in program planning, coordination of the leadership program to changing and developing need is achieved.

RESULTS

This past June, 1982, concluded 16 years of program effort aimed at providing a supply of qualified personnel to assist in achieving the objective of total vocational opportunities to all throughout the state.

As of June, 1981, 393 persons have participated in the program. Follow-up data on the 1966-1980 participants revealed that:

1. 85 persons are serving in director/administrator roles in Ohio.
2. 215 persons are serving in supervisory roles in Ohio.
3. 14 persons are serving as vocational teachers and coordinators in Ohio.
4. 12 persons are serving vocational administrative functions in other states.
5. 10 persons are superintendents of vocational education
6. 12 persons are university staff in vocational education.
7. 9 persons are serving as state staff personnel.
8. 7 persons are staff and personnel in technical institutes.
9. 12 persons have retired.
10. 5 persons are deceased.
11. 12 persons have left education.

A recent survey indicated that 89 vocational education planning districts (VEPD) out of a total of 102 are utilizing the services of personnel prepared through the leadership program. This is 88 percent of the existing districts and is concrete evidence of acceptance at the local level. Presently in Ohio, program graduates comprise approximately 60 percent of the personnel providing leadership in vocational education at the local level.

The Ohio Vocational Education Leadership Program has been extremely successful in preparing teachers to assume leadership positions as directors and supervisors. The organizational structure of the program illustrates how local, state, and federal agencies can work cooperatively together to prepare a cadre of leadership personnel for vocational schools.